



## **English Policy**

November 2020

### **1. Rationale**

The study of English develops children's abilities to speak, listen, read and write for a wide range of audiences and purposes, using language to learn and to communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers and writers of stories, poetry and drama, as well as non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins and use their knowledge, skills and understanding in spoken language, reading and writing across a range of contexts.

At Highgate Primary School, we recognise the entitlement of all pupils to an education that enables them to become literate members of society. The acquisition of literacy skills enables pupils to express themselves creatively and imaginatively, to communicate effectively with others and thereby, to participate with confidence, awareness and success in the communities and societies in which they live.

### **2. Aims**

In partnership with parents, we aim to promote high standards of language and literacy and to ensure the personal development of every child by providing them with an equal opportunity to develop their command of the spoken and written word, and to cultivate their love of literature through widespread reading for enjoyment.

In particular we aim to:

- support children to speak clearly and audibly in ways which take account of their audiences and enable them to adapt their speech to a wide range of circumstances and demands, including making formal presentations, demonstrating to others and participating in debate;
- develop children's ability to elaborate and explain clearly their understanding and ideas;
- encourage children to listen with concentration in order to be able to identify the main points of what they have heard;
- develop children's abilities to reflect on their own and others' contributions and on the language used;
- enable children to read easily, fluently and with good understanding
- encourage children to become enthusiastic and reflective readers through developing the habit of reading widely and often, for both pleasure and information, across a wide range of genre;
- appreciate our rich and varied literary heritage
- encourage children to develop a positive self image as a writer, enjoying writing in a range of forms and recognising its value as a tool for communication;
- enable children to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- enable children to use feedback provided by both adults and their peers to guide them on how to improve their work;
- support children to acquire a wide vocabulary, understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- use ICT to support and enhance the English curriculum;

- plan appropriately differentiated learning opportunities to meet the needs of individual learners and groups
- provide opportunities for children to secure and demonstrate mastery of the learning that has taken place in English lessons by applying their knowledge and skills into their work across the curriculum;
- provide systems for assessment, monitoring and reporting progress and attainment in English that demonstrate consistency to staff, children, parents and governors;

## **2.1 Skills:**

We aim to teach the following skills that children need to learn in order to make progress:

- listen, read and view in order to understand and respond
- discuss, debate and draft in order to develop and explore ideas, themes and viewpoints
- speak, write and broadcast in order to present ideas and opinions
- evaluate, analyse and critique in order to review, refine and comment
- interact and collaborate in order to share understanding of what is said, read and communicated

## **3. Planning**

The statutory requirements for English from the 2014 New National Curriculum underpin our planning for English across Key Stage 1 and Key Stage 2. The Early Learning Goals of the Early Years Foundation Stage Curriculum inform planning for Early Years Foundation Stage (EYFS) classes.

The following documents are used to ensure breadth of coverage and progression in planning:

- The statutory requirements for English of the 2014 National Curriculum which underpins our planning across Key Stage 1 and Key Stage 2
- The Early Learning Goals of the Early Years Foundation Stage Curriculum, which inform planning for Early Years Foundation Stage (EYFS)
- The Letters and Sounds materials which, alongside the 2014 New National Curriculum, form the basis of the phonics scheme of work used to plan daily phonics sessions in the EYFS and Key Stage One
- The Collins Focus Handwriting scheme, which is used throughout the school to inform planning for handwriting
- The LCC Inference Training materials

Learning objectives from the 2014 National Curriculum for English for each year group/phase are organised into the three main areas of spoken language, reading and writing. Reading is sub-divided into word reading and comprehension. Writing is subdivided into transcription; handwriting; composition; and vocabulary, grammar and punctuation. In their planning, teachers make connections between spoken language, reading and writing, which are interrelated and together support well-rounded language development.

Highgate Primary Curriculum (HPC) schemes of work have been developed to meet the statutory requirements of the 2014 National Curriculum for English. The English section of the half-term topic overview for each year group is sub-divided into the following areas: Genres & Key Texts; Phonics & Spelling; Grammar and Punctuation; Reading; Handwriting; and Spoken language. Teachers use the English sections of the HPC year group topic overviews as a basis for planning daily English lesson that develop children's skills in spoken language, reading and writing. They are also used to plan discrete phonics and spelling lessons, whole class and guided reading sessions and handwriting lessons.

### **3.1 English planning in the Foundation Stage**

The Early Learning Goals from the Early Years Foundation Stage curriculum, which underpin the curriculum planning for children aged three to five, inform the planned English curriculum for children in Nursery and Reception classes. Where appropriate, teachers may also refer to the statutory requirements for English of the 2014 New National Curriculum when planning for children working significantly above expectations. Teachers link their planning for whole-class English-based lessons, focus activities and continuous provision to the Highgate Primary Curriculum (HPC) topic overview for the half term.

The Early Years Foundation Stage curriculum involves a combination of child-initiated learning with short, focused sessions which may be delivered by an adult to either the whole class or small groups. English is taught as an integral part of the school day and English planning comprises of the key elements of reading, writing, phonics, handwriting vocabulary development and spoken language. All children are given the opportunity to:

- talk and communicate in a wide range of situations;
- respond to adults and to each other, listening carefully;
- practise and extend their range of vocabulary and communication skills;
- explore, learn about and use words and text in a range of situations.

### **3.2 Phonics planning in the Foundation Stage and Key Stage One**

#### **Foundation Stage Phonics Planning**

Children in the nursery take part in regular planned activities involving Letters and Sounds Phase One activities which focus on sound discrimination, rhythms and rhymes, alliteration and oral sound blending. Children in reception classes are taught a daily whole class 15 minute phonics session, informed by the Highgate Primary phonics scheme of work, which is based on the statutory requirements for English of the 2014 New National Curriculum and the Letters and Sounds materials. Planning for daily phonics lessons for children in reception classes follows the teaching sequence: review; teach; practise; apply.

#### **Key Stage One Phonics Planning**

A discrete, daily twenty minute session of high-quality, systematic phonics teaching is planned for all Key Stage One classes using the Highgate Primary phonics scheme of work, which is derived from the statutory requirements for English of the 2014 New National Curriculum and the Letters and Sounds materials. Regular phonics intervention sessions may also be planned for groups or classes within Key Stage Two, as appropriate to the needs of the children. Planning for daily phonics lessons for children in KS1 classes follows the teaching sequence: review; teach; practise; apply.

#### **Teachers of EYFS Reception classes and Key Stage One classes should plan to teach children:**

- grapheme-phoneme (letter-sound) correspondences in a clearly defined, incremental sequence
- to apply the skill of blending (synthesising) phonemes in order, through a word to read it
- to apply the skills of segmenting words into their constituent phonemes to spell
- that blending and segmenting are reversible processes
- how to articulate phonemes clearly and precisely

### **3.3 Planning for English in Key Stage 1 and Key Stage 2**

The relevant English-based sections of the half-termly HPC topic overviews for each year group provide learning objectives - derived from the 2014 National Curriculum statutory requirements for English - to support planning for the teaching of English across each half term. Planning for daily English lessons is based on the learning objectives in the genre and key texts section of the half-termly HPC topic overview. This is divided into units of teaching and learning - covering the three main areas of narrative, non-narrative and poetry - which are commonly delivered over a period of two to four weeks.

Teachers are also expected to plan opportunities for children to develop and apply their English skills across the curriculum, linking specific English learning objectives to the HPC learning targets in other areas of learning. This is intended to support children towards developing mastery of English, through providing a range of different contexts in which they can use, practise and enhance their English skills, thus broadening their command of these skills.

When planning a teaching sequence for English, teachers should start from a thorough knowledge of the children's existing skills and understanding in English and should be clear about the learning outcomes which they intend children to achieve. Teachers are expected to identify any areas or gaps in current learning which require attention and ensure that there are effective arrangements in place for monitoring the implementation and impact of the English lessons that they have planned. Regular formative assessment is

therefore used to plan the next steps in learning, in accordance with the principles of effective Assessment for Learning. In addition to thorough assessment within each year, teachers' planning should build on knowledge and skills gained in the previous stage of learning.

### **3.3i Long-term Planning**

The 2014 New National Curriculum identifies the statutory requirements for spoken language, reading, writing, vocabulary, grammar and punctuation, spelling and handwriting that are taught in each year group throughout Key Stage 1 and across Years 3/4 and Years 5/6 in Key Stage 2. An overview of the English units to be delivered across the year provides a long term scheme of work for each year group which is used to identify and plan the order in which units will be taught. Clear links have been made between these units and HPC topics for each half term to ensure that the teaching of daily English lessons is set within a meaningful context. HPC schemes of work for phonics and spelling, reading, grammar and punctuation and handwriting identify the objectives to be taught in each of these areas of learning for each year group.

### **3.3ii Medium-term Planning**

Half-termly topic overviews identify the statutory requirements of the 2014 National Curriculum as learning objectives to be taught for spoken language, reading and writing and group them together into cohesive units of teaching, with purposeful, cross-curricular links that provide the context for the teaching and learning. These plans define what is to be taught and ensure an appropriate balance and distribution of learning objectives across each half-term.

Each planned unit should:

- cover the development of spoken language, reading and writing and ensure learning at a challenging pace towards achieving year group expectations
- have embedded within it, or identified as discrete teaching alongside it, regular teaching of grammar, punctuation and vocabulary; handwriting; reading comprehension; and phonics/spelling, to ensure children achieve these critical learning objectives in a coherent and progressive way
- follow and build upon the teaching sequence, from reading into writing and developing comprehension
- integrate the appropriate use of ICT to develop key aspects of learning
- identify opportunities for English learning both within dedicated English teaching time and also across the wider curriculum
- involve a wide variety of enjoyable and engaging learning opportunities, related to children's experiences, which build on previous learning and meet the specific needs of each child
- identify the individual needs of children working below or significantly below age-related expectations and the needs of gifted and talented children working significantly above those expectations and plan to meet these needs.

### **Medium term planning follows a suggested teaching sequence for English units:**

Familiarisation with the genre/text and developing comprehension, which may include:

- shared reading
- decoding (word reading)
- discussing and developing understanding of the genre/text (comprehension)
- text analysis

Gathering ideas, which may include:

- gathering ideas and content
- visual literacy, drama, role play and spoken language
- talk for writing
- short writing opportunities

Shared and independent planning, writing and editing, which includes:

- planning what to write
- teacher modelling/demonstration
- shared writing
- independent and guided writing
- editing, evaluating and proof-reading
- presenting

### **3.2iii Short-term Planning**

Class teachers complete a weekly English plan for their year group, which lists the specific learning objectives for spoken language, reading and writing to be taught over the week and provides details of shared reading or writing activities; activities planned to meet specific spelling or vocabulary, punctuation and grammar objectives; guided group work; independent activities; and plenary sessions. It also includes details about what each group of children will be learning - including differentiation for groups and individuals; the role of additional adults; use of ICT; and resources. Specific reference should be made to children with Special Educational Needs (SEN) and to the role of TAs/SNAs in supporting their learning where applicable. Planned support to accelerate the progress of key groups, including disadvantaged and EAL children, should also be evident within the planning.

We recognise that weekly plans are working documents and should be amended based on assessment of learning as the unit is being taught, in order to reflect progress made and to meet identified next step learning objectives. Teachers are therefore encouraged to annotate planning to reflect amendments that have been made over the week.

Class teachers store weekly English plans in the HPS Curriculum Planning folder on the Teachers Only shared drive. English plans are monitored by Phase Leaders and/or the English Subject Leader on a regular basis and constructive feedback is provided to inform current and/or future planning.

### **Guided Writing/Guided Group Work Planning**

Planning for guided writing/group work is matched to the specific needs of pupils and may be linked to the whole class shared reading/writing focus or designed to address shared learning gaps or next steps targets. Children are therefore selected for guided groups according to shared learning needs, gaps in learning or next steps targets, which are identified through focused marking and the use of the HPS English pupil assessment tracking grids (PATs). Groupings for guided writing should therefore be flexible and may change from week to week.

### **Handwriting Planning**

The HPS scheme of work for handwriting sets out the handwriting skills that children should be taught in each year group and provides weekly learning objectives. Half-termly topic overviews identify the learning objectives to be taught each half term, based on the statutory requirements for handwriting in the 2014 National Curriculum, and are linked to the Collins Focus Handwriting scheme resources. Teachers should complete a weekly handwriting plan based on the scheme, identifying key skills to be taught, organisation, resources and differentiation, including specific reference to provision for children with Special Educational Needs.

### **Guided Reading Planning**

Teachers are expected to complete a weekly plan for guided reading, indicating the texts to be read, the key learning objectives for each guided reading group and/or the whole class - based on the statutory requirements of the 2014 National Curriculum - and key questions. Plans should also include independent activities for non-focus groups, organisation of groups, resources and differentiation for children with Special Educational Needs. Children's responses during guided reading should include a combination of verbal discussion and written responses in the form of complete sentences or extended paragraphs. Teachers are expected to focus on specific word reading and/or comprehension skills, as appropriate to the needs of the group or class, based on next steps identified through verbal discussions and focused

marking of written responses and gaps identified through the use of the HPS reading pupil assessment tracking grids.

### **Planning for inclusion**

Teachers planning for English should meet the needs of all children. Planning should also ensure that the needs of children within specific groups - such as those with special educational needs, gifted and talented children, PPG children and children with EAL (English as an additional language) - are addressed through differentiated support to match children's learning needs and ensure that they make at least expected progress. Teaching units may be amended to support differentiation for groups and individuals. This means that the learning objectives and content of a unit should be differentiated to produce a personalised unit for the needs and abilities of a range of learners.

## **4. Teaching and Learning**

At HPS, we aim to develop children's knowledge, skills, and understanding in English through daily lessons that involve whole-class teaching, guided group teaching and independent activities. During these lessons, children experience a whole-class shared reading, writing or spoken language element (which usually includes a short starter activity focusing on a specific spelling, vocabulary, grammar or punctuation objective); an independent activity or guided group focus; and a whole-class plenary, along with mini-plenaries, to review learning and assess progress.

During independent activities, children may be asked to work in mixed or matched ability groups of up to six children, in pairs or individually, as appropriate to the learning objective of the session and the learning needs of the children. Guided groups are usually led by the class teacher and children are selected for the group based on shared next step learning targets or gaps in learning identified through focused marking and formative assessment. Certain aspects of English - such as handwriting, phonics and guided reading - are usually taught as discrete sessions, outside daily English lesson. Spelling, punctuation and grammar may be taught both within the English sessions and as discrete lessons. In Years 3-5, children should also be taught a discrete lesson of 20-30 minutes once a week, focusing on developing specific spelling skills or understanding of grammar and punctuation. In Year 6, children have a daily GPS lesson, focusing on developing skills and understanding in grammar, punctuation, vocabulary and spelling.

Children have the opportunity to experience a wide range of quality texts and to use a range of resources, including dictionaries, thesauruses, phonics mats, word lists (including topic words and high frequency/ common exception words), ICT resources and writing frames to support their work. ICT is regularly incorporated into English lessons to enhance and extend children's learning. Wherever possible, we aim to provide opportunities for children to use and apply their English skills and learning in other areas of the curriculum through the delivery of Highgate Primary Curriculum (HPC).

### **4.1 Time Allocation**

Teachers plan daily English lessons. They aim to ensure a balance of spoken language, reading and writing objectives over a unit of work and, once a week, allocate up to an hour for extended writing. Teachers aim to allocate additional time to English objectives, through making links between specific English learning objectives and the HPC learning objectives for other areas of the curriculum, in order to provide meaningful contexts for children to secure or extend the learning that has taken place in English lessons. Teachers also plan regular guided and independent reading activities, phonics or spelling lessons, handwriting lessons and class story sessions

### **4.2 Spoken Language**

At Highgate Primary, we believe that speaking and listening are essential vehicles for developing language skills. We aim to provide a learning environment which encourages all pupils to feel secure in developing their spoken language skills and in making contributions to group and class discussions and presentations. To this end, the objectives relating to these strands are taught as part of all English units and through other areas of the HPC topics.

Teachers employ a number of different approaches to facilitate the teaching and learning of spoken language, including talk partners, talk for writing, peer marking, hot seating, role play, puppets, freeze-frame, class and group discussions, debates, poetry recitals, class assemblies, whole school drama productions and school council meetings.

### **4.3 Reading**

The statutory requirements for reading in the 2014 National Curriculum consist of two dimensions:

- Word reading
- Comprehension

#### **4.3i Independent Reading**

Teachers provide regular opportunities for children to read independently outside the daily literacy lesson. To ensure that children are reading at a level of sufficient challenge, the school has its own Reading Adventure which all children participate in. In KSI, the Reading Adventure books are the Key Texts studied in class. In KS2 children read as many books as they can from around 15 carefully selected titles for their year group. The books are kept in school and, through reading the same titles as one another, children have a shared experience of their reading which they are encouraged to discuss in teacher-facilitated sessions. Teachers also aim to read to the whole class regularly from a wide range of narrative, non-fiction and poetry texts, as appropriate to the age-range and interests of the class. Each class has a book corner, with a selection of fiction, non-fiction and poetry books reflecting the diversity of the school community. There should also be displays in each classroom to encourage the use of the book corner.

#### **4.3ii Home-School Reading**

##### Foundation Stage and Key Stage 1:

Each pupil is expected to change their reading book at least once a week. In Nursery, children are encouraged to choose a book from the class book corner regularly to share at home. In Reception classes, pupils choose a book from the class book corner and the teacher also provides a banded book at the appropriate level for the child. In Key Stage 1, teachers may allocate an appropriate book within the book band in which the child is working and/or help the child to select an appropriately challenging general reading book from the carefully chosen selection of 'real' books for Home Reading to share at home.

Teachers make a comment on progress and/or next step targets in the child's Home-School Reading Record, once a week. Parents/carers are encouraged to read regularly with their child at home and to make regular comments in the Home-School Reading Record.

##### Key Stage 2:

Children are encouraged to select their own class and school library book to take home and return on a regular basis. It is advised that children in Key Stage Two classes read at home, with adult support where possible, for a minimum of 20 minutes each evening. Children are expected to write the title of the book that they are currently reading in their Home-School Reading Record and to carry out a weekly written task related to their reading in their Reading Record. This may be a particular focus directed by the teacher, or the child may choose from a list of activities (character description / prediction / vocabulary investigation etc.) The teacher makes a comment on progress in each child's Home-School Reading Record once a week.

#### **4.3iii Shared Reading**

We aim to use a range of high quality, engaging texts to provide examples of different genres for children to analyse during English shared reading sessions. In order to ensure meaningful reading opportunities which will provide opportunities for children to understand and learn from the structure, vocabulary and grammar of a range of quality fiction, non-fiction and poetry genres, teachers are encouraged to use whole quality texts, where possible, rather than extracts. A set of key texts for every unit for each year group has been identified on the topic overviews and clearly labelled copies of these texts are stored in the English resource area. Some key texts are stored in electronic form on the shared drive for use on interactive whiteboards/TVs. Teachers also have access to a wide range of texts through both the class and school libraries. Story Sacks are also available for use during shared and whole class reading sessions in the EYFS.

Specific comprehension and inference skills are taught in Year 2 and all KS2 classes through reading inference/comprehension lessons which take place at least once a week in Year 2 and at least three times each week in KS2. A developing inference scheme of work has been produced and includes text extracts and clear planning guidance. Electronic copies of each inference text and the associated planning is stored in the HPS Curriculum Planning section of the Teachers Only shared drive. Teachers are also encouraged to use materials and resources from the Haringey Reading Pack appropriate to their phase to plan for and deliver reading comprehension lessons. Rising Stars Cracking Comprehension resources are available in each year group to support the development of a range of comprehension skills and to provide children with experience of answering comprehension questions presented in a test-based format.

#### **4.3 iv Guided Reading**

Guided reading takes place regularly, during additional time outside the daily English lesson. In Reception and Key Stage One classes, groups of up to six children read with the teacher, or TA, at least once a week in a 15-20 minute guided group session. In Key Stage Two, reading comprehension sessions may involve both whole class and guided groups. Children in Key Stage Two classes who require greater support with developing their decoding and/or comprehension skills may also continue to be taught in a weekly 20-30 minute guided reading group session with the teacher or TA. We also aim to provide more regular opportunities for children who require additional support with reading to read with either the teacher, a TA or a Better Reading Partner (BRP).

Teachers in Reception classes and Key Stage 1 classes use a combination of the 'Big Cats' reading scheme, 'Rigby Rockets' reading scheme and age-appropriate quality texts for guided reading sessions.

Teachers in Key Stage 2 classes use guided reading sets comprised of quality fiction, poetry and non-fiction texts by well-known authors/publishers, supplemented where appropriate by selected books from the 'Big Cats' reading scheme, 'Read and Respond' guided reading sets, newspaper or magazine articles or individual poems.

During each guided reading session, teachers are expected to focus on developing a key comprehension skill and children's responses should involve a combination of verbal and written responses, with an emphasis on written responses being in the form of complete sentences or paragraphs.

#### **4.4 Writing**

We aim to provide authentic contexts for writing, wherever possible, and maximise opportunities to develop writing skills across the curriculum by linking our teaching of English objectives to the HPC topics being covered by each year group.

Key skills of planning and drafting, composition, punctuation, spelling, handwriting, evaluating and editing, proof-reading and presentation, and standard English and language structure are taught explicitly in the context of daily English lessons, but also indirectly through cross-curricular writing activities in other areas of the curriculum.

Teachers use a range of high quality, engaging texts to provide good examples of writing in the particular genre that pupils are studying. Teachers introduce writing objectives through a combination of modelling and explicit demonstration. Children are then provided with planned opportunities to engage in supported, shared and guided writing and in shared and independent writing activities. Teachers encourage children to use a range of resources, such as word banks, materials displayed on working walls, dictionaries and thesauruses to explore and extend vocabulary choices when writing.

#### **4.4i Shared Writing**

Following shared reading and analysis of model texts, teachers explicitly model writing, focusing on specific transcriptional and compositional objectives taken from the New National Curriculum statutory requirements for English. Children are then provided with opportunities to participate in shared composition, in which the teacher acts as scribe and encourages children to rehearse sentences, considering ways to improve their contributions. Teachers also aim to provide opportunities for supported



writing in which children use whiteboards to practise composing and writing words, sentences or paragraphs, usually working with talk partners.

#### **4.4ii Guided Writing**

In Reception classes, pupils have regular opportunities to work towards writing objectives in small focus groups, guided by an adult. In Key Stages One and Two classes, children are included in guided writing groups on the basis of gaps in learning identified through focused marking, shared targets and highlighting of HPS pupil assessment tracking grids (PATs) and the groups may therefore change from week to week.

#### **4.4iii Independent Writing**

We aim to provide children with regular opportunities to develop, practise and apply transcriptional and compositional skills and understanding through independent writing activities linked to objectives taught in whole-class shared writing sessions. During these activities, children may be required to work individually or with a writing partner. In Key Stages One and Two, children are given regular opportunities to complete focused short writing activities and teachers also plan a weekly extended writing session, within a daily English lesson, during which the focus is on children practising and applying specific writing skills for an extended period of time, usually between 30 and 45 minutes.

From the beginning of Key Stage One, extended writing should be completed in an extended writing book. Where this is not possible (e.g. if the children are writing and sending letters to an author) a note of the extended writing focus and learning objectives should be made in the extended writing book and dated and, where possible, a photocopy of the writing should be stuck into the extended writing book.

Children in Foundation Stage classes present their extended writing in the most appropriate format, which may be decided by the teacher or by the child. As in other phases, reception class teachers plan to provide opportunities for extended writing through links to topic work based on other areas of the curriculum.

#### **4.5 Spelling**

At Highgate Primary, we recognise the importance of using multi-sensory spelling strategies and an investigative approach towards developing and applying phonic knowledge and learning spelling patterns and conventions.

From the beginning of Reception, children learn phonics during a daily 15 minute phonics session using the HPS phonics scheme of work, which is based on Letters and Sounds materials and complemented by Jolly Phonics materials. A daily phonics session of approximately 20 minutes is taught daily in Key Stage One, using the HPS phonics scheme of work, which is informed by the Letters and Sounds materials.

Teachers in KS2 teach spelling conventions using the HPS spelling scheme of work appropriate to the year group and to the identified needs of individual learners. Teaching of spelling at this stage is based around providing children with opportunities to explore spelling patterns and conventions through collaborative investigations.

On a weekly basis, children should be given a spelling-based homework activity, which may focus on learning to spell common exception, high frequency words correctly; applying knowledge of phonemes and graphemes; and investigating and learning spelling patterns and conventions. We encourage pupils to use word lists and dictionaries and to keep their own spelling logs as appropriate to their age and ability. (See Homework Policy)

#### **4.6 Handwriting**

Teachers in KS1 and KS2 use the HPS handwriting scheme of work to plan regular handwriting lessons. Explicit teaching of handwriting includes developing fine-motor skills, mark-making, developing an efficient

pencil grip, letter formation, lead-in and exit strokes and progression to a fluent and legible, cursive style. The frequency and length of handwriting lessons varies according to the age and ability of the children. All children from Year 1 upwards should have at least two 15-minute sessions each week until a fluent and legible, cursive style has been achieved. Teachers introduce basic letter formation in the Early Years Foundation Stage, a lead-in and exit stroke in Year 1 and introduce formal cursive handwriting in Year 2. Our aim is for the majority of children to have developed a fluent, joined and legible style of handwriting, using an efficient pencil grip, by the end of Year 3. By Year 4, the expectation is that all children routinely use a fluent, legible and cursive style in all of their writing. Handwriting speed and efficiency is increased throughout Years 5 and 6, when many children will begin to develop their own unique cursive style.

Each handwriting session should have a clear focus - building on previous learning - and clearly defined learning intentions, which are shared with the children. Each lesson begins with a whole class session involving teacher modelling of the focus skill to demonstrate and emphasise key teaching points, followed by directed practice of specific handwriting skills. A range of resources are used to provide further practice at a level appropriate to the needs of the individual child, allowing differentiation according to needs and ability.

During the focus skill sessions, children are taught as a whole class. During practice sessions, children usually work in mixed ability groups. In the early stages, pupils may be taught in smaller groups with children who demonstrate similar levels of motor control. Teachers observe children when they are practising skills and intervene when individual pupils require specific support.

Children in the Foundation Stage, Key Stage One and Years 3 and 4 usually use a pencil during handwriting sessions. Plastic or rubber pencil grips or 'Hand Huggers' (triangular pencils) may also be provided to help children to develop an appropriate pencil grip. Children should be introduced to the use handwriting pens when the class teacher considers it appropriate. Our aim is for all pupils to be using handwriting pens by the start of Year 5.

(See Appendix 3)

## **5. Inclusion**

At Highgate Primary School, we aim to provide equal opportunities for all children to participate and achieve in English, regardless of their ability. Whilst recognising that, in all classes at Highgate Primary School, children demonstrate a range of abilities, we aim to provide every child with access to a broad and balanced English curriculum through planning and delivery of the 2014 New National Curriculum statutory requirements for English. Through our English teaching, we aim to provide learning opportunities that will enable all pupils to make progress and to create effective learning environments that are relevant and motivating for all children and which reflect the range of learning styles found in each class. We also value the cultural and linguistic diversity of all pupils and aim to remove barriers to individual success. We aim to achieve this for all children by setting appropriate learning challenges and differentiating activities according to the individual needs, abilities and experiences of children within the class, matching the challenge of the task to the ability of the child.

Assessment against the National Curriculum statutory requirements for English allows us to consider each child's attainment and progress against age expectations (refer to the HPS Assessment Policy). When progress falls significantly outside the expected range, the child may have additional educational needs. An intervention plan is developed for children who are identified as having special educational needs and may include specific targets relating to English to enable the child to learn more effectively and make accelerated progress. This ensures that our teaching is matched to the child's needs. In some classes, the EMA teacher may plan, support and adapt activities to the specific needs of learners for whom English is an additional language.

Teachers respond to diverse learning needs and provide help for children with special educational needs in English through, for example:

- adopting a range of teaching styles;

- differentiating activities according to the needs and abilities of individual learners;
- selecting or adapting texts appropriate to the abilities of individual learners;
- using visual and written materials in different formats;
- using ICT;
- using alternative communication approaches, such as signs and symbols;
- using communication support workers (CSWs) for children with hearing impairments
- planning open-ended activities
- using targeted/focused questioning
- planning individual activities linked to intervention targets
- providing writing frames and planning grids to scaffold learning
- providing appropriate resources such as pencil grips and coloured filters

## **6. Assessment and Recording**

(Refer to Assessment Policy for full details of assessment in English)

### **6.1 Statutory National Assessments:**

At the end of Year 2 and Year 6, children are assessed using a combination of the statutory SATs tests and teacher assessments for reading - in both Year 2 and Year 6 - and GPS (grammar, punctuation and spelling) in Year 6. Writing and spoken language are assessed using teacher assessments only. The Phonics Screening Check is used to assess children in Year One during the second half of the summer term and consists of 40 real and pseudo words for the children to decode.

### **6.2 The Assessment Cycle for English:**

In Key Stage 1 and Key Stage 2, teachers make on-going assessments throughout the year of children's progress and attainment in reading, writing and spoken language, using the Highgate Primary pupil assessment tracking grids, which provide a descriptive profile of the child. The HPS pupil assessment tracking grids contain the New National Curriculum statutory requirements for reading, writing and spoken language, broken down into 'Bands' which broadly represent school year groups. 'Steps' are used to show attainment and progress within each band and enable teachers to monitor a child's overall attainment. The steps are defined as:

#### **Beginning (B)**

Children are working at a level significantly lower than that of their peers. This may be as a result of difficulties of learning, being new to English or indeed new to mainstream schooling. They are currently unable to access the lesson objective without significant support from an adult or peer.

They will typically receive one-to-one or small-group support which addresses an objective more appropriate to an earlier year group.

#### **Beginning + (B+)**

Children are able to access the main learning objective with some support.

Independent work will typically be differentiated and/or scaffolded.

Learning in this area is not yet secure and will need to be revisited regularly.

#### **Working at (W)**

Children are able to follow the whole-class teaching and, with some additional teaching input and reassurance, will typically be able to achieve the objective within the lesson.

Again, the learning will not be secure and will need to be reinforced over time.

#### **Working at + (W+)**

Children are engaged with the whole-class teaching and are able to contribute appropriately within this part of the lesson.

Children achieve the objective within the lesson and are able to retain the ability to meet the objective in future lessons, however they require prompts and/or reminders to apply the knowledge in other areas.

### **Secure (S)**

Children are very engaged with the whole-class teaching and will typically make relevant contributions within lessons.

Children achieve the lesson objective to a high standard and are able to articulate their understanding with clarity.

They are starting to apply their knowledge to other areas.

### **Secure + (S+)**

Children are very engaged with the whole class teaching, demonstrating insight into the subject.

Children achieve the lesson objective to a very high standard and are able to articulate their understanding with confidence and clarity. They are a bit of an expert and will routinely apply their knowledge to other areas.

To assess reading, teachers use the HPS pupil assessment tracking grids and guided reading records to inform their judgements, but may also choose to set specific reading assessment tasks as appropriate to the age and ability of the child. These may include running records - using either Alpha Assess books or PM Benchmark books – or comprehension activities. In Years 3-5, teachers use the Rising Stars Optional Tests for reading (Set A) at the end of the first half of the summer term to inform their judgements and to identify gaps in learning.

To assess writing, teachers use focused marking of extended writing to set next step targets for each pupil on a weekly basis, which challenges them to develop at an appropriate pace. Teachers highlight areas of achievement on the HPS assessment tracking grids on an on-going basis to monitor progress and to inform their assessments, based on focused marking of writing outcomes for each unit taught, but may also ask children to complete an unaided writing sample from time to time. Teachers use the Target Tracker electronic data system to record progress and assess individual and class progress against school and national targets. This data is also used to analyse the achievement of specific groups of children, including focus groups.

In Reception and Key Stage One (and for older children where appropriate) teachers also complete a Phonic Phases grid for the class every half term, showing the phonics phase at which each child is currently working. Teachers use this assessment data to monitor progress and to identify next steps targets for learning.

In the EYFS, assessment is informed by on-going observations of children by adults within the EYFS team and areas of achievement are highlighted on the EYFS pupil assessment tracking grids on an on-going basis.

## **6.3 Assessment Moderation**

Regular moderation of reading and writing assessments takes place each term to ensure consistency.

Teachers should meet in phase groups, cross phase groups, whole school meetings or with teachers from other Network Learning Community (NLC) schools teaching in the same year group to analyse and moderate children's work against 2014 National Curriculum statutory requirements statements, or against Early Learning Goals in the Foundation Stage. During the summer term, teachers in Reception, Year 2 and Year 6 are involved in formal, statutory teacher assessments, as part of end of Key Stage assessments and local authority moderation.

(See Assessment Policy)

## **7. Cross Curricular Links**

The skills that children develop in English lessons are linked to, and applied in, every subject across curriculum through the Highgate Primary Curriculum topics. Communication is a key life-skill and children's skills in reading, writing, speaking and listening enable them to communicate and express themselves in all

areas of their learning. Teachers encourage and develop communication skills through pupils' use of language across the curriculum. We plan for these cross-curricular opportunities in each year group, through our Highgate Primary Curriculum topic planning and through linking planning for English units to HPC learning targets.

## **8. The Library**

At Highgate Primary, we have a school library which provides a wide range of quality fiction, non-fiction, dual language, poetry, reference and play texts, reflecting the diversity of ages, languages, cultures and gender within our school community. Each class has a regular library session, during which they visit the school library, accompanied by their class teacher. Children are given opportunities to learn how to develop preferences and how to locate and select appropriate texts to suit their interests and abilities. We aim to teach children to use the Dewey system for locating non-fiction books. (Refer to the Library Policy)

## **9. Enrichment activities**

At Highgate Primary School, we recognise the value of developing a rich and diverse literary culture within the school. Literary events and activities may include: author visits, book fairs, World Book Day activities, book groups, reading events (e.g. The Alexandra Palace Book Awards), drama and poetry performances, debates, drama or poetry workshops and cinema and theatre visits.

## **10. ICT in English:**

Teachers and pupils use ICT to support and enhance the language curriculum. This includes the use of specific ICT packages, resources and software to support the teaching of Literacy objectives including:

- Interactive TVs;
- Clicker software;
- Big Cats and Oxford Owl e-books
- PhonicsPlay
- mini-microphones with a recording facility;
- i-pads, including Comic Life and other image recording software;
- Videos
- visualisers
- on-line story websites (e.g. Literacy Shed)
- The Newsround website

We also use audio-visual equipment for speaking and listening activities; access stories or information through internet videos, DVDs and CDs; use the internet to search for information; and use word processing and desktop publishing to draft and present written work. Teachers also use blogging as a tool to provide meaningful contexts for writing.

## **11. Links to other policies**

Please refer to:

- Teaching and Learning Policy
- Assessment Policy
- Handwriting Policy
- Marking Policy
- Homework Policy
- Curriculum Policy
- Library Policy
- Reading Enrichment Policy

## **12. Policy Review**

This policy is subject to annual review, as part of the school self-evaluation process. Its success in relation to School Development Plan targets for English will be evaluated as part of the annual English audit. The policy will be revised in line with School Development Plan targets and changes in the National Curriculum. In order to carry out this evaluation, the English Subject Leader will keep evidence of the changes and improvements brought about by the implementation of the English Policy. Lesson observation reports, scrutiny of work and of marking, monitoring of planning and assessment analysis will be kept in the English Subject Leader's file/in the SMT shared drive.

## **13. Staff Responsible for Implementation of the English Policy**

Rhoda Pennington - English Subject Leader

William Dean - Headteacher

## **Appendix I**

### **English Resources**

Highgate Primary School is well resourced, with a variety of guided reading sets covering a wide range of genres, which include a balance of scheme and 'real' books. Each class has a range of dictionaries and thesauruses; a class set of whiteboards and markers; a class library; access to a computer; an interactive TV and access to a class set of I-Pads or laptops.

Handwriting Scheme – Collins Focus:

Each year group has:

- a Collins Focus Handwriting Teacher's book
- a Collins Focus Handwriting photocopy book

EYFS and KSI:

- A set of key texts to support delivery of the English units of work for each year group
- Letters and Sounds planning materials and resources
- Jolly phonics resources (EYFS)
- Phonics posters/friezes
- Phonics games
- Phoneme/grapheme flashcards
- High frequency/common exception word flashcards
- Phoneme mats
- Alphabet strips
- Magnetic letters
- Developing Early Writing (DEW) materials
- Big Cats guided reading sets
- Alphakids guided reading sets
- Alphakids Plus guided reading sets
- Rigby Rockets guided reading sets
- Rigby Star guided reading sets
- Sets of guided reading 'real books'
- A set of Book banded books for use during reading intervention sessions
- Clicker software
- LGFL software
- Story Sacks
- Picture dictionaries
- First rhyming dictionaries
- Primary dictionaries

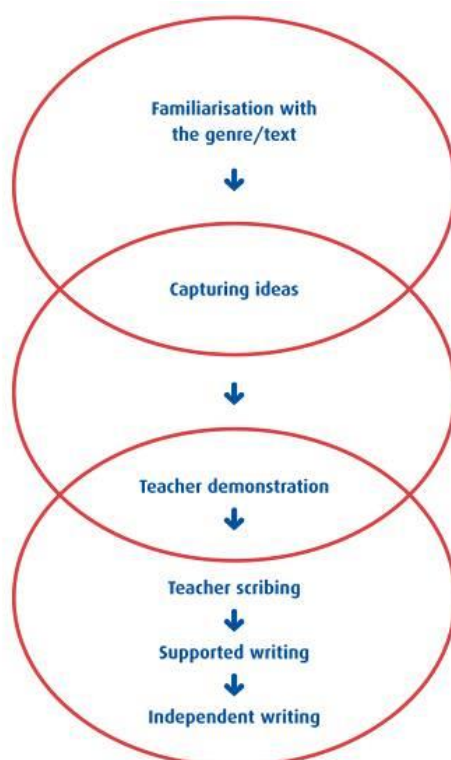
## KS2:

- A set of Key Texts to support delivery of the English units of work for each year group
- Cracking Comprehension resources
- Reading Inference texts and plans (hard copies and scanned copies on shared drive)
- Haringey Reading Pack Y5-6 (e-copy on shared drive and minimum of one hard copy per year group)
- Haringey Reading Pack Y3/4 (e-copy on shared drive and minimum of one hard copy per year group)
- Haringey Reading Pack Y1-2 (e-copy on shared drive and minimum of one hard copy per year group)
- Oxford Owl e-books
- Alphakids e-books on i-pads
- Rising Stars optional reading tests for Y3-5
- Sets of guided reading 'real books'
- Literacy World guided reading sets – Satellites, Literacy World and Comets
- Selected Big Cats KS2 guided reading sets
- Read and Respond guided reading sets
- Pairs of Boys Rule and Girls Rule books for reluctant readers
- Grammar for Writing/ Support for Spelling planning materials and resources and other archived resources on the shared drive
- Clicker software
- Class sets of Primary and/or School dictionaries
- Class sets of Thesauruses

## Appendix 2

### Suggested Teaching Units

### Sequence for English



## **Appendix 3 Handwriting expectations and progression**

### **Early Years Foundation Stage**

Support and development of:

- fine-motor skills
- mark-making using a range of tools
- an efficient pencil grip
- basic letter formation and correct orientation of letters

### **Year 1**

Support and development of:

- fine-motor skills
- an efficient pencil grip and correct posture
- basic letter formation and correct orientation of letters
- lead in and exit strokes
- basic joins

### **Year 2**

Support and development of:

- an efficient pencil grip and correct posture
- basic letter formation and correct orientation of letters
- lead in and exit strokes
- basic joins, leading to fully cursive handwriting

### **Year 3**

Support and development of:

- an efficient pencil grip and correct posture
- correct orientation of letters
- basic joins
- fluent, joined and legible style of handwriting

### **Year 4**

Support and development of:

- an efficient pencil grip and correct posture
- a fluent, legible and cursive style, which children use in all of their writing

### **Year 5**

Support and development of:

- an efficient pencil grip and correct posture
- a fluent, legible and cursive style, which children use in all of their writing
- increased speed and efficiency
- an individual handwriting style

### **Year 6**

Support and development of:

- an efficient pencil grip and correct posture
- a fluent, legible and cursive style, which children use in all of their writing
- increased speed and efficiency
- an individual handwriting style